

**Missouri Assessment Program
Spring 2004**

Communication Arts

Scoring Guide for Released Items

Grade 11

Session:	1
Item No.:	1
Page No:	5
Content Standard(s):	2, 5
Process Standard(s):	2.4

Item 1

Is *Far North* an appropriate title for this passage? Use details and/or examples from the passage in your explanation.

Scoring guide

- 2 points The response includes a complete and reasonable explanation of the appropriateness of the title, using details and/or examples from the passage as support.
- 1 point The response includes an explanation that is essentially correct and text-based but support is overly general and simplistic OR uses only one detail or example from the passage as support.
- 0 points Other

Examples of top score-point responses

- Yes, I think the title is appropriate because everyone knows that it is cold and it snows a lot in the north. Also, it is appropriate because they are in the Northwest Territory in Canada.
- No, I don't think the title is appropriate because it only tells you the geographic location of the passage. It does not tell you that the passage is about two boys trying to survive frostbite and dehydration in northern Canada.

Session:	1
Item No.:	3
Page No:	6
Content Standard(s):	2, 5
Process Standard(s):	3.7

Item 3

In the middle of the passage, the narrator begins to think about his life in Texas. Is this a good strategy for survival? Explain why or why not. Use details and/or examples from the passage to support your answer.

Scoring guide

- 2 points The response includes a complete and reasonable explanation of why this is or is not an effective strategy, using details and/or examples from the passage as support.
- 1 point The response includes an explanation that is essentially correct and text-based but support is overly general and simplistic OR uses only one detail or example from the passage as support.
- 0 points Other

Examples of top score-point responses

- Yes, the strategy is effective. He brings to mind the Battle of the Flowers, Flambeaux night parade, and “A Night in Old San Antonio,” all to help him forget the extreme cold and take his mind off his problems.
- No, I don’t think this is an effective strategy. He should be paying more attention to what is happening and not daydreaming. If he had been paying closer attention, then maybe he wouldn’t have slipped on the ice, hurt himself, and dropped the moose meat.

Writing Prompt Session 2

4 Points

The paper:

- has an effective beginning, middle, and end.
- uses paragraphing effectively.
- contains a strong controlling idea.
- progresses in a logical order.
- uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and within paragraphs.
- clearly addresses the topic and provides convincing elaboration through specific and relevant details, reasons, and examples.
- uses precise and vivid language.
- contains sentences that are clear and varied in structure.
- effectively uses writing techniques (such as imagery, humor, point of view, voice).
- shows complexity, freshness of thought, and individual perspective.
- clearly shows an awareness of audience and purpose.
- contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

3 Points

The paper:

- has a clear beginning, middle, and end.
- uses paragraphing appropriately.
- contains a controlling idea.
- generally progresses in a logical order.
- uses cohesive devices between and within paragraphs.
- addresses the topic using relevant details, reasons, and examples.
- uses precise language.
- contains sentences that are clear and show some variety in structure.
- uses writing techniques.
- shows some complexity, freshness of thought, and/or individual perspective.
- shows an awareness of audience and purpose.
- may contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

2 Points

The paper:

- has evidence of a beginning, a middle, and an end.
- shows evidence of paragraphing.
- may contain a sense of direction, but may lack focus.
- may not progress in a logical order.
- may not use cohesive devices.
- addresses the topic, but relies on generalities (lists) rather than specifics (development).
- may use imprecise language.
- contains sentences that are generally clear, but may lack variety and complexity.
- attempts to use some writing techniques.
- may lack complexity, freshness of thought, and/or individual perspective.
- shows some awareness of audience and purpose.
- contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

1 Point

The paper:

- may lack evidence of a beginning, a middle, and/or an end.
- may lack evidence of paragraphing.
- is difficult to follow and lacks focus.
- does not progress in a logical order and may digress to unrelated topics.
- lacks cohesion.
- may address the topic, but lacks details.
- uses imprecise language.
- contains sentences that lack variety and clarity.
- shows little or no evidence of writing techniques.
- lacks complexity, freshness of thought, and individual perspective.
- shows little or no awareness of audience or purpose.
- contains repeated errors in grammar/usage, punctuation, capitalization, and/or spelling that are distracting to the reader.